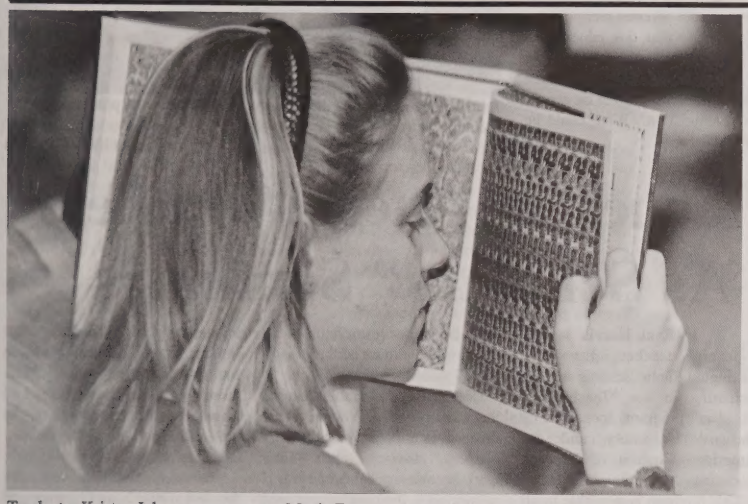
LHS LIBRARY

Musket

Vol. XXX, No. 3 Lexington High School, Lexington, Mass. January 1997



Track star Kristen Johansson stares at a Magic Eye stereogram during a free block.

-photo by Dan Myung

School Committee Approves Proposed Renovation Plan

by Derek Etkin

The School Committee has approved a $20 million dollar renovation plan for the LHS campus. This proposal, drawn up by HMFH Architects, Inc., re-evaluates the school's use of building and campus space.

The project is aimed at eliminating small cramped classrooms, undersized and under-equipped science labs, car traffic in the main quad, and the under-use of the industrial arts wing. It does not require any new construction, except for some enclosed walkways.

One problem that the School Committee hopes to solve is the long trek from ABC building to J-house. The present LHS campus forces students to walk outdoors, even on harsh winter days. The new layout would create a system of enclosed walkways allowing students to pass from building to building without going outdoors.

The high school will be receiving the first face-lift it has had in several decades. When asked about the problems of the current layout, Principal Philip D. Lanoue replied, "These buildings haven't been renovated for about 70 years. We hope to maximize the use of the existing space, to accommodate increasing class size and demands on the school." Expanding LHS, said Lanoue, would be "very expensive. Plus, the area around the school is boggy, so it would be difficult to build on, as well as environmentally incorrect."

"We hope to maximize the use of the existing space, to accommodate increasing class size and demands on the school."

-Principal Philip Lanoue

With the completion of the two-year project, the HMFH architects hope to implement several renovations around the campus. Key components of the proposal are:

- Removing lockers in A-F Buildings, converting the new space into faculty and staff offices
- Placing the Library/Media Center on the first floor of D and E Buildings
- Replacing the Library/Media Center and the Science Lecture Hall with additional science laboratories.
- Eliminating all car traffic in the main courtyard area and linking all buildings with enclosed walkways
- Converting the locker room showers into "team rooms," a training room, and a fitness center
- Centralizing the student food service, ideally resulting in "more choice, better food, less waiting, and increased efficiency (less cost)"
- Changing the former Industrial Arts area into music rooms

The proposal also transforms the five existing cafeterias into a new Technology Center, conference rooms, teaching space, and a Library/Media Center. It moves the Guidance Department into the H-house area, across from a first-floor cluster of administrative offices. The band and storage rooms will be a cafeteria. M1 will be the stage storage room.

Lanoue predicts that the renovation will take "18 months or so, when you take into account the bidding, public voting, and the time when construction can actually place." Voters will need to approve the plan. "Although we will be state-subsidized, we don't know when we'll get the money. The town has to authorize an increase in taxes for the construction," says Lanoue.

HMFH architects also unveiled their plans for the middle schools. They would receive more classroom space to meet a projected population increase.

Inside

TEACHERS AS SCHOLARS
Students aren't the only ones who are learning. *Page 2.*

STUDENT SURVEY RESULTS
The results of the sample student schedule survey. *Page 3.*

REDEFINING LEVELING
Why the current system doesn't work...and Dave and Dave's advice on how to fix it. *Page 4.*

NOT STRESSED ENOUGH?
How to maximize your stress level. *Page 6.*

TRACK RUNS PAST THEIR OPPONENTS
Boys' and girls' track sprint to a 5-1 record. *Page 8.*

5-day Schedule for Remainder of Year

by Christine Chiou

In a 66-78 vote, the Lexington High School faculty voted to discard the trial schedule for the remainder of the year. They also voted to experiment with long blocks in the future. A traditional 5-day schedule will be used during second semester.

Students were polled before the faculty, to provide additional information for the faculty's votes. In response to the first question, "This year we should continue with the seven-day schedule for the remainder of this year only—Yes or No," 751 students voted for the trial schedule, with the seven-day rotation and two days of long blocks, while 336 voted for the traditional five-day schedule.

For the second question, "Next year we should develop a schedule which incorporates the use of long blocks," 765 students voted "yes" and 276 students voted "no." Their response to the second question closely matched the faculty's response. "Almost no one wanted to go back to all short blocks," remarked Lanoue. "The teachers had originally said that four blocks was ideal; now they say three. The students had wanted six; now they want five." Fewer blocks in a day reduces passing time, thus increasing the amount of instructional time in a school day.

"There are a lot of things that experimenting has showed us," said Lanoue. "One thing that everyone wants is a longer lunch. Forty-minute lunches make the day much more enjoyable and relaxed." The schedule committees will use the response to the trial schedule to construct another schedule for future years. "I hope it incorporates what people think works," commented Lanoue.

Approximately four hundred students participated in a pre- and post-schedule survey. Responses were mixed on the seven-day rotation. "I never know what day it is," said senior Jessica Carlisle. "I wake up on Day 5 thinking it's Friday, and it's irritating to realize that it really isn't the end of the week." Supporting this opinion was the comment that "it makes planning long-term assignments and after and before school activities, as well as each night's homework, very difficult."

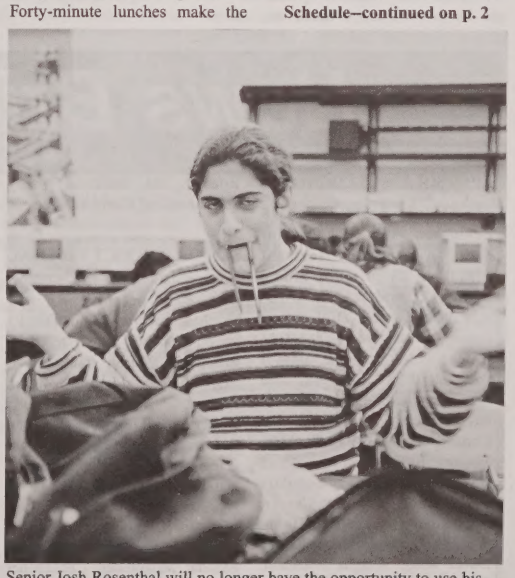
"I wake up on Day 5 thinking it's Friday, and it's irritating to realize that it really isn't the end of the week."

-Senior Jessica Carlisle

However, another student expressed a positive view. "I feel that the seven-day schedule is a work of genius and should be continued for the rest of the year." Other responses concurred. "[The schedule] makes each day different. Variety is something I appreciate."

Teachers also had mixed

Schedule--continued on p. 2



Senior Josh Rosenthal will no longer have the opportunity to use his long blocks quite so creatively.

-photo by David Liu

Students Selected to Compete at Regional History Day Fair

by Jason LeeKeenan

On January 15, Lexington High School held its third annual school History Day competition, with over 80 participants. From this group, 14 outstanding entries were selected to represent LHS at the regional History Day at Belmont High School on March 1, 1997. Success at regionals could send Lexington students to the state or the national History Day competition. While all entries were related to the 1997 History Day topic, "Triumph and Tragedy," they ranged from Iran-Contra to the All-American Girls' Baseball League.

The judges critically evaluated the entries and interviewed the contestants. Students competed in three categories. The 14 projects chosen for the regional History Day competition are:

- Performance: Naomi Goodman, "Hannah Senesh"; Lindsay Toczylowski and Vanessa Mayer, "The Struggle for Integration in Little Rock"; Kate Vogel, "The Scapegoating of Alfred Dreyfus";
- Research Paper: Tim Attanucci, "Earning the Hatred"; Tovah Day, "Red Sun Rising"; John D'Amore, "John F. Stevens and the Panama Canal"; Ram Gowda, "Typhoid Mary"; Leslie King, "Fire for a Better Future"; Katherine Rose, "The Tragedy of the Mountain Meadows Massacre"; Ayon Roy, "Knee Deep in the Iran-Contra Scandal"; Lyndsay Thompson, "Prisoners of War";
- Project: Eleanor Finnegan, "Eugenics: the Politics of Heredity"; Ami Karkar, "The Tragedy of Ethnic Division During the Reign of Aurangzeb"; and Jeremy Silber and Sarah Chandler, "When the Prudent Keep Silent in an Evil Time."

"Three hours, voluntarily spent on academic competition. What could be better?"

-Sophomore Ken Weinstein

The competition itself was a triumph for the social studies department. U.S. History teacher Mary Keenan remarked that History Day was an "excellent opportunity for students to practice the craft of the historian." In the first two years of History Day at LHS, Lexington has sent numerous students to the national competition. Many hope that this educational activity will continue. As Ken Weinstein commented, "Three hours, voluntarily spent on academic competition. What could be better?"

John Lanman discusses the fine points of commercial photography to a photography class.

-photo by Mike Chen

5-day, 2nd Semester

Schedule--continued from p. 1

response to the seven-day rotation. "It's nice to have different classes meet on different days and different times," commented one teacher. Some colleagues agreed. "I like [the] rotating schedule that allows classes to run consistently and not miss due to holidays/professional days. This allows students to receive the most consistent delivery of material/experiences." Others liked the variety.

Nevertheless, there were also negative responses. "[It was unappealing because of] the time required for management and processing of a seven-day schedule."

Students showed a general approval of the long blocks. Many felt that the day was "much more relaxed," with "less walking in crowded hallways, less cutting off discussions because of short class periods, and more opportunity to really focus on each subject." There was also "less time needed on homework, more spent on extracurricular activities," observed junior Jason LeeKeenan.

Teachers, too, approved of the long blocks. "Because of its many academic and pedagogical advantages, the longer blocks are wonderful for getting to know students better and to have the time to truly individualize instruction." Use of long blocks included lectures, exploratory work, presentations, class discussions, starting homework, group work, and lab exercises.

Both students and faculty identified problems with the long blocks. For example, one teacher commented on the "ridiculously long" study halls. Students agreed, saying that "most people didn't work or went to sleep." Other students disliked the lack of different teaching methods. "I have teachers that lecture for 90 minutes," says senior Carey Schwaber, "and I just want to put my head on my desk and go to sleep."

Educators Attend "Teachers As Scholars" Seminars

by Evan Harris

Several teachers from the Lexington Public Schools are participating in the "Teachers as Scholars" program, sponsored by Harvard University and the American Council of Learned Societies.

This program is available to all teachers in communities which welcome Harvard University School of Education graduate students as student teachers in their schools. Currently, 11 communities are participating in the program. Twenty-eight Lexington teachers are now enrolled in the "Teachers as Scholars" program.

The program is supported by the Lexington Public Schools, which contributed about $2,000. The Council of Learned Studies provides funding for substitute teachers, enabling teachers to participate during school hours.

The goal of the program, according to Curriculum and Evaluation Director Diane Tabor, "is to unite the efforts of all teachers from kindergarten through post-graduate and post-doctoral with the idea that everybody is teaching, in some ways, the same subject and the same human beings. The energizing concept behind the whole program is that teachers really benefit and thrive from being in close contact with the knowledge base of their discipline."

How will this seminar extend into classrooms? "When teachers themselves are deeply involved as learners," answers Tabor, "their work becomes richer because it is connected to their enthusiasm and to new knowledge. That kind of enthusiasm and excitement spreads throughout the school."

"The more excited, motivated, and knowledgeable the teacher is, the better the journey is for the student."

-Curriculum Director Diane Tabor

Tabor also commented that the enthusiasm shared by participating teachers will stimulate other professionals to participate in future seminar offerings. "The more excited, motivated, and knowledgeable the teacher is, the better the journey is for the student," concluded Tabor.

The seminars this year are focused primarily on literature and the arts. *Comparing the Arts: Poetry and Painting*, a four session seminar, explores the relationship between painting and poetry, and the influence the two art forms have had on each other. The seminar also includes visits to several area art museums and the side-by-side examination of poems and paintings.

Another seminar popular with LHS teachers is *William Blake's Songs of Innocence and Songs of Experience*, a comparison of Blake's two collections as illustrations of the "two contrary states of the soul."

Image Quest Holds Classes for Females

by Jessica Carlisle

On January 14th, Image Quest, a private company, began holding classes at LHS. The classes are designed especially for adolescent girls. A letter and pamphlet were sent out to the parents of all female Lexington High School students. This program is not funded by the school.

Sample classes were held after school on January 14 and 15. There was no charge for these classes. Regular classes began during the week of January 21. The program costs $30 per class. Class sizes range from six to ten.

The pamphlet came with an letter from Principal Philip Lanoue and Coordinator of Health Education Jennifer Wolfrum. In the letter, Image Quest is described as a "well-researched, well-rounded program taught by experts in fitness, nutrition and self-discovery."

The program has met with some apprehension from many students. Junior Caitlin Rollins remarked, "Image Quest has been offering to take me to beauty salons and to teach me how to cook since last June. I think it's preposterous for them to come harking 'wellness, confidence, and stress management' when they've advocated teaching the skills of a happy housewife." Senior Christine Chiou disagreed. "The program does bring up some meaningful issues. Learning about fitness and proper nutrition is important." However, Chiou also added that "Image Quest overlaps somewhat with Life Skills classes. Why pay for education you can get already?"

Students also questioned the propriety of a program designed solely for girls. Senior David Ly remarked, "Do they think all boys are confident and stress-free? Or that all girls have self-esteem problems? The proponents of Image Quest are sending strong messages about what girls and boys are supposed to be like." Junior Sarah Park agreed that "it might be more comfortable for girls to talk about these issues with groups consisting exclusively of girls, but sending letters only to female students is a little condescending and demeaning."

News Briefs

AP SCHOLARS RECOGNIZED

The College Board named 78 Lexington High School students Advanced Placement Scholars. 28 currently attend LHS. Congratulations to AP Scholars with Distinction Jessica Carlisle, Christine Chiou, Peter Litwack, Daniel Paulsen, Mike Sackton, and Jana Unkel; AP Scholars with Honor Aaron Adler, Crystal Cordell, Geddes Golay, Rochelle Mackey, Eric Rosenbaum, and Dan Shiau; and AP Scholars Dan Bauer, Carissa Carter, Tzong Huei Chen, Tim Dunn, Andrew Garland, Jakob Kissel, David Kong, Anagha Nadkarni, Julie Negele, Beth Nichols, Ami Parekh, Allison Paroskie, Will Ronco, Tim Sackton, Carey Schwaber, and David Schwartz.

SENIOR DISTRICT FESTIVAL

Congratulations to the students who were accepted for the Northeast District Senior District Music Festival: Tom Archibald, Roseanne Bellini, Paul Bovet, Michael Bunting, Herb Chen, Melissa Chu, Charlie Deck, Joe DeMatteo, Alec Derian, Ben Forsdick, Alex Galaitsis, Kate Gang, Andrew Garland, Hanwei Hsieh, Gregory Ingolia, R'el Johnston, Ken Jones, Lida Kim, Margaux Krempetz, Andrew Lin, Mike Martin, Matti Meharry, Mandar Muzumdar, Christopher Nowselski, Sarah Park, Molly Powers, Michael Regner, Eric Rosenbaum, Tim Sackton, Sarah Schlein, Albert Shieh, Aldo Sonin, Liesje Spaepen, Yea-Tyng Tang, Rachel Vogelzang, and Linda Yeo. These students attended the Senior District Festival at Gordon College on January 8, 10, 11, in the band, chorus, jazz band, and orchestra.

YEARBOOK WINS 1ST PLACE

The 1996 Lexington High School Yearbook, It's Only Natural, won a first place rating in the American Scholastic Press Association contest. Over 1250 publications competed in this national competition. The yearbook earned praise for its "content presentation, photography, layout, and creativity."

Seasonal Concert Ends in Perfect Harmony

by Rochelle Mackey

Once again, it is wintertime and the LHS Orchestra and LHS Chorus collaborated in order to celebrate the snowy months with their annual "seasonal concert" on Dec. 18, 1996. The festival featured Mixed Chorus pieces "Sam Was a Man," "Banks of Doon," "Chester," "Funeral March on the Death of Heroes," "Choose Something Like a Star," "Circus Band," "Make Our Garden Grow (from Candide)," and "Hark, I Hear the Harps Eternal," as well as string orchestra pieces "Chaconne in e minor" by Buxtehude and "Fantasia on a 17th Century Tune," and symphony pieces "Cortege," and "An American Symphony."

"I was very pleased with the concert in December. We've got a lot of freshmen, and we lost a lot of seniors last year, but the Chorus has come a long way since the beginning of the year."

-Choral Director Brian O'Connell

All the choral pieces were written by American composers. The chorus sang each piece beautifully, attracting substantial applause from the audience, especially with their rendition of "Banks of Doon" with the phenomenal accompaniments of pianist Caroline Lee and solo violinist Eun Young Choi. "I was very pleased with the concert in December," commented choral director Brian O'Connell. "We've got a lot of freshmen, and we lost a lot of last year's seniors, but the Chorus has come a long way since the beginning of the year."

The orchestra likewise played well, particularly in their traditional combined performance with the chorus of "Hallelujah Chorus" from The Messiah. During the joyous holiday favorite, conductor Walter Pavasaris welcomed alumni of LHS onto the stage to participate in the performance. "The orchestra is trying to perform some newer and lesser known works this year," orchestral director Janet Haas explained regarding the choice of pieces for the concert. "In the December concert, we followed that theme by performing the newer 'Fantasia on a 17th Century Tune' and 'American Symphony' from Mr. Holland's Opus."

Both Haas and O'Connell are now planning for the next orchestra and chorus concerts, eager for the upcoming events. "On February 6th, the LHSO will inspire young musicians from the elementary and middle schools with their dazzling performance of Shostakovich's Festival Overture," Haas predicted elatedly when interviewed. O'Connell expressed his similarly ecstatic outlook regarding the upcoming choral concert, explaining, "I'm very excited about the Mozart Requiem, on April 10th, in which the LHS chorus will combine with the choruses of Belmont High, Concord Academy, and the members of the Masterworks Chorale."

LHS Band Director Jeffrey Leonard is also looking to the future, specifically to January 29th, when the Wind Ensemble, Jazz Ensemble, and Concert Bands will perform in their winter concert. "Senior Tim Dunn will perform Paul Creston's 'Marimba Concertino,'" Leonard advertised, raving, "'Marimba Concerto' is the same piece with which Tim won the National Percussion competition in 9th grade." The Concert Band will be playing Williams' Folk Song Suite and Apollo, "a bizarre, contemporary piece," as described by senior Siobhan Quinlan. All in all, many are looking forward to this very special performance.

Seniors Jack Hamilton and Mike Welch croon into the microphone at Band Night.

-photo by Dan Myung

While folding a paper airplane, academic decathlon team captain Dan Shiau teaches senior Yen-Ching Wu the secrets of economics.

-photo by Emily Sterzin

Academic Decathlon Makes the Grade

by Katherine Rose

You won't see this type of decathlon at the Olympics, but it is certainly a tough event--for your mind, that is. Students from various schools across the country participate as a team in the academic decathlon. There are nine students on a team, and each team member competes in all ten events. Although there are individual awards, the winning team will be the one with the highest overall team score.

The academic decathlon team from Lexington High School is new this year. The group is led by Dan Shiau and is coached by Judith Massalem and Doug Grant. Students at LHS recently went to their first competition, where they won second place. Lexington will compete against 15 other teams at the Massachusetts State Academic Decathlon on March 8.

On November 23, the students stayed at Walpole High School all day, competing in seven of the ten events. Each event consists of a 30-minute test consisting of 50 questions. There are three levels of competition, based on grade point average: honors, scholastic, and varsity. Honors category competitors have GPAs between 3.5 and 4.0, scholastic between 3.0 and 3.5, and varsity under 3.0. The group had received the study materials only two weeks before the competition, yet they placed second overall to Acton-Boxboro, last year's state champions.

"Acton-Boxboro is the team to beat," Massalem observed. The Lexington team did especially well on the math section, in which they tied with Acton-Boxboro. Massalem commented that they would have won, except Acton-Boxboro had nine students, whereas Lexington had only eight.

There was one event in which the Lexington team beat Acton-Boxboro--the Superquiz. The Superquiz subject changes yearly, and this year the topic was the Information Revolution. Questions ranged from "Konrad Zuse is credited with which of the following innovations in the development of computing?" to "What is Kermit?" (In the last question, the designers of the test were not referring to the little green Muppet frog.) Other questions included, "On what day does [Julius Caesar] begin?" Answer? On the feast of Lupercal.

The team members were Christine Chiou, Tim Dunn, Peter Litwack, Boris Shakhnovich, Daniel Shiau, Paul Thordarson, Sheaumei Tsai, and Chi-An Wang. Lexington also brought along some alternates, including Tad Antognini, Felicia Kuo, and Ken Weinstein.

Q: What is Kermit?
A: A free online protocol for transferring files

Q: On what day does [Julius Caesar] begin?
A: The feast of Lupercal

"We did pretty well, considering that almost none of us read Pygmalion for the Language & Literature event," mused junior Sheaumei Tsai. Tsai won an individual third place award in the Language and Literature event. Team members also met Gene Lavanchy, Channel 7's sports anchor. Lavanchy, a former Walpole High graduate, presented the individual and team awards and shook hands with the award-winners. Senior Paul Thordarson shook Lavanchy's hand several times.

"We never expected to do so well," commented Massalem. The state competition will have ten subjects: economics, science, social studies, math, language/literature, fine arts, essay, interview, and speech. Not much is expected out of this young team, but it is possible that Lexington will be an Academic Decathlon force to reckon with in the near future. Anyone interested in participating should see Mrs. Massalem.

RESULTS OF TRIAL SCHEDULE STUDENT OPINION POLL

THIS YEAR WE SHOULD CONTINUE WITH THE SEVEN-DAY SCHEDULE FOR THE REMAINDER OF THIS YEAR ONLY:

GRADE	MALE/FEMALE	YES	NO
FRESHMAN	FEMALE	126	39
	MALE	99	44
SOPHOMORE	FEMALE	115	34
	MALE	109	63
JUNIOR	FEMALE	77	29
	MALE	36	22
SENIOR	FEMALE	96	47
	MALE	93	58
TOTAL	---------	751	336

NEXT YEAR WE SHOULD DEVELOP A SCHEDULE WHICH INCORPORATES THE USE OF LONG BLOCKS:

GRADE	MALE/FEMALE	YES	NO
FRESHMAN	FEMALE	122	37
	MALE	102	39
SOPHOMORE	FEMALE	112	35
	MALE	116	52
JUNIOR	FEMALE	66	34
	MALE	42	14
SENIOR	FEMALE	102	26
	MALE	103	39
TOTAL	--------	765	276

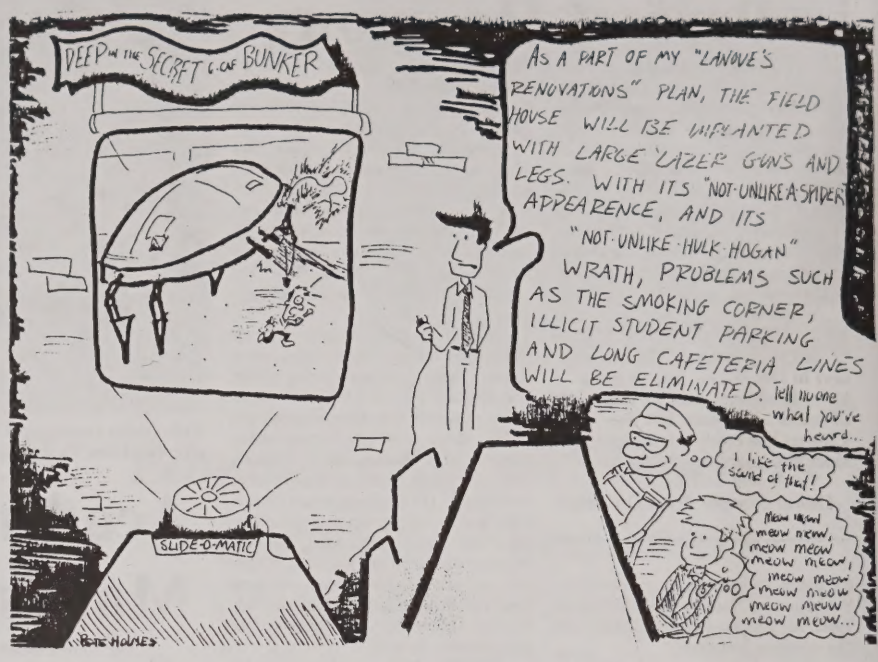
Faculty Input in New Schedule

"A schedule," wrote the 1994-1995 Lexington High School Time and Learning Committee, "is best regarded as a vehicle for achieving educational goals." Whatever schedule a group prefers must, then, be considered an expression of that group's values. With this in mind, one might conclude that this school's faculty values ease more than it values education.

After an extended period of "dialogue," as Principal Lanoue likes to call it, the LHS faculty convened to consider the fate of the first semester's trial schedule. The faculty considered the results of informal class and departmental discussions, published faculty comments, parental input, opinion polls, and pre- and post- trial faculty and student surveys.

With these results in mind, the faculty determined that extended class periods would be incorporated into whatever schedule the school adopts for the next academic year. At the same time, they determined that this academic year's first semester schedule would be discontinued during the second semester. The vote against the 7-day schedule was 78 to 66; the vote for long blocks was 100 to 30.

These two decisions seem to be at odds. After all, the trial schedule featured the very extended class periods that the faculty overwhelmingly voted to employ in next year's schedule. It makes little sense for the faculty to postpone the implementation of what the faculty itself deemed educationally beneficial.


DEEP IN THE SECRET C.O.W. BUNKER
AS A PART OF MY "LANOUE'S RENOVATIONS" PLAN, THE FIELD HOUSE WILL BE UNPLANTED WITH LARGE LAZER GUNS AND LEGS. WITH ITS "NOT-UNLIKE A SPIDER" APPEARENCE, AND ITS "NOT-UNLIKE-HULK-HOGAN" WRATH, PROBLEMS SUCH AS THE SMOKING CORNER, ILLICIT STUDENT PARKING AND LONG CAFETERIA LINES WILL BE ELIMINATED. Tell no one what you've heard...
I like the sound of that!
meow meow meow meow meow meow meow meow meow meow meow meow...
SLIDE-O-MATIC
PETE HOLMES

The two decisions seem to be at odds. After all, the trial schedule featured the very extended class periods that the faculty overwhelmingly voted to employ in next year's schedule.

The decision to drop the two days of the cycle composed of nothing but these extended periods was highly impractical. Extended class periods are quite foreign to this school; as many members of the school community noted, it took awhile for teachers and students to become accustomed to such class periods. According to Principal Lanoue, faculty acclimation required a good deal of professional development. It is, however, likely that by inauguration of next year's schedule, which will include extended class periods, many faculty members will have forgotten the new teaching methods they acquired during this year's trial schedule.

As the extended class periods and the seven-day cycle are the only two unusual features of the first semester schedule, one of the two must have been the cause of the schedule's rejection. The faculty voted in favor of extended class periods; the schedule's incorporation of long blocks therefore cannot have been the cause of its discontinuation. The trial schedule, however, also featured a seven-day cycle. The faculty must, therefore, have rejected the trial schedule because of its seven-day cycle.

The faculty, in voting to incorporate extended class periods into next year's schedule, voted that the class periods are educationally beneficial. The extended class periods have a significant educational impact; the seven-day cycle has almost none. Certainly, the seven-day cycle is not educationally detrimental. It is, at the very worst, an inconvenience.

With this vote, it was clear that the effects of the seven-day cycle were more important than the effects of extended class periods.

-Carey Schwaber

Buy a Yearbook!

$48 until February 15

Forms available in the main office and the yearbook room

College Admissions, Denials: Retaining a Modicum of Tact

It is understandable that people wish to know where their classmates intend to spend the next four years of their lives. The communication of post-graduation plans is usually of great value, interest, and pain. Everyone is aware of the cruel level that some admissions gossip reaches. What everyone is not aware of is that even simple and innocent communications can be just as harmful as malicious prattling.

Between the months of December and April, tact is key. It is all too common for those who have been admitted to the institutions of their choice to get carried away with their celebrations. The joy that accompanies news of admission can be almost impossible to contain.

Between the months of December and April, tact is key. It is all too common for those who have been admitted to the institutions of their choice to get carried away with their celebrations.

Naturally, those admitted early want to shout the happy news as loudly as possible, to jump up and down, do cartwheels, and let a grin stretch from ear to ear. It is perfectly appropriate to do so in company. Shouts of "I got into Brown!" may ring throughout your household. In other company, however, such actions are nothing short of rude.

Not everyone is absolutely thrilled by their communications with admission office. In one's general good cheer, one should not forget that not every one is as happy as can be. The person whom an excited student enthusiastically informs of her imminent status as a member of the X University's Class of 2001 may have just received his own deferral, wait-listing, or denial.

"Well," said one student, "I got into M.I.T., Brown, and Yale. I'm really depressed, though, because Harvard rejected me." As true as this may be, it probably isn't what someone who was denied admission M.I.T., Brown, or Yale would want to hear.

This kind of unintentional nose-rubbing should be avoided at all costs. Before spewing news of your good fortune to anyone who comes within one hundred feet of you, consider whether or not that would be appropriate. People who would normally be thrilled to hear of your good fortune might not be quite as receptive as usual.

-Carey Schwaber

Musket

Editor-in-Chief....Christine Chiou
News Editors....Sarah Park, Owen Patrick, Amie Shei
Editorials Editors....Anagha Nadkarni, Andrew Rabkin, Carey Schwaber
Features Editors....Rochelle Mackey, Julie Marcal
Sports Editors....David Ly, Alex Sherman
Layout/Art Editors....Jesse Herman, David Kong
Copy Editor....Eun-Young Choi
Photography Editors....Michael Chen, Dan Myung, Jay Premack
Business Manager....Julie Radz

* * *

Faculty Advisor....Sam Kafrissen
Printer....Belmont Printing Company

* * *

Reporters....Jessica Carlisle, Thomas Colatosti, Derek Etkins, Evan Harris, Jessica Kaplan, Jason LeeKeenan, Caitlin Rollins, Katherine Rose, David Rosner, Becky Ticotsky, Chi-An Wang, Justin Wang

Cartoonist....Peter Holmes

* * *

Copyright © 1997 Lexington High School *Musket*. All rights reserved.

The opinions expressed on these editorial pages are the views of either the *Musket* editorial board or of individual staff members. They are not necessarily a reflection of school policy, nor are they intended to mirror the ideas of every student. Therefore, *Musket* realizes its responsibility to print other opinions. Mail short, tasteful letters to the editor to: MUSKET, 251 Waltham St., Lexington, MA 02173. The *Musket* can also be reached by e-mail at musket@stu.ci.lexington.ma.us. Only signed letters will ordinarily be printed. *Musket* reserves the right to edit for length and clarity.

Course Leveling System Needs Revised Definitions, Standards

The English department is considering a proposal which would remove the leveling of senior English classes. Under this proposal, students would choose their English course based entirely on the description in the Program of Studies. One of the reasons given for doing this is that there "really isn't much of an idea of what an Honors course should be."

This is entirely correct. There is far too much disparity between different Honors classes at LHS, far too much difference between any two Level 1 courses. Because of the lack of standardization, students do not know what to expect when they sign up for a course, and teachers do not know how much work they should be assigning or what pace they should be assigning it at.

However, there is a definite benefit to having a course leveling system. Such a system would, optimally, give students a good idea of the workload they will have with the courses they signed up for. Students should know that, for example, because Class X is an Honors class, taking it would be a challenge. Merely saying the current system is not working well does not negate the idea that a system is a good thing to have. And the idea of trying to make a course's work evident from its description is ludicrous: if every course in the Program of Studies must define its workload, then the Program of Studies would balloon to a 500-page monstrosity.

"Honors courses are those which are most advanced and which require superior scholarship for success."

-LHS Program of Studies

The Program of Studies is vague in its descriptions of the levels. "Honors courses," it reads, "are those which are most advanced and which require superior scholarship for success. Some honors courses involve preparation for Advanced Placement examinations and are conducted at a pace which is comparable to college level classes." Level 1 courses "require demonstrated sound scholarship and study skills for success. Many Level-1 courses provide background necessary for success on Achievement examinations."

These descriptions leave much to be desired. They give no indication as to how much work a class involves each week, and no indication of the topics the different levels would cover. There is a vague attempt at defining the pace of the Honors course: "college level." What, precisely, is a "college level" pace? Despite its use by the Program of Studies, "college level" is not found among any lists of International Weights and Measurements. It seems likely that some of LHS' teachers haven't seen a college course in quite some time: if this is so, how are they to determine what a "college level" pace is?

The use of the word "scholarship" by the Program of Studies also raises questions. What is the difference between "sound" and "superior" scholarship? It would seem that as long as your research is genuine, your ideas logical, and your expression reasonable, you are a sound scholar. What vaults you up to that coveted "superior" level? Changing the fonts on the title pages of your assignments? Using sources like *The Journal of Irreproducible Results?*

LHS needs to standardize the levels across the board. It is unfair, and it is detrimental to the idea of an even playing field, that some Honors courses are significantly easier than others. It is even worse that there are some Level 1 courses that are harder than Honors courses. Such inequality hurts all students, as it helps or hurts the GPA of those who exploit it.

It is widely acknowledged at LHS that different courses of the same level can often have radically different workloads. There ought to be a standard workload for each level, a set number of hours per week. This would allow students to better plan out their schedule as they signed for courses, and would help make sure that no teacher could assign excessive work for any particular level. On the other hand, there needs to be a clear minimum for each level, not necessarily only for the amount of work assigned, but for the amount of material covered in class as well, and for the depth into which that material is studied.

The English department need not spearhead a drive to eliminate the leveling system. Rather, the department should act as the champion of a new, reformed system. Only with a standardized system of course levels will students really have a fair idea of what they are getting into. Only then can we be sure that the academic experience which LHS offers is equitable and fair.

-Andrew Rabkin

Dave and Dave

Notice to your immediate left Andrew Rabkin's pseudo-intellectual discussion on "course leveling." Despite all of our attempts to refrain from laughing at him, he's just too funny looking. *Those* pants with *that* shirt? So, here we present our own ideas on course leveling.

It is obvious to everyone by now that course leveling by academic prowess has utterly failed. After conducting an extensive survey of the LHS student body, our results, both shocking and wily, are as follows: 23% of the student body, when asked to find America on a map of the world, gesticulated wildly at the pretty colors, screaming "yes, we have no bananas!" The other 77% recognized the paper as a map, but were unable to discern if the "blue stuff" was land, water, or just "happy blue stuff." As our survey shows, our present course leveling is clearly dysfunctional.

In order to glean a clearer picture of the gravity of our situation, we will follow a hypothetical student through a hypothetical day of school. Young Martin Boober successfully arrives on time to his A-block class, Comparative History of Cheese and the Clash of Culture, a level one course. After spending half an hour the previous evening starting and finishing his thirty-two page paper ("How Meso-American Civilization Was Adversely Impacted By European Cheese Which Hid Deep In The Ships of Spanish Conquistadors"), young Boober has assured himself of an A. Now, suppose that his class were not a level one course, but instead . . .

School will be modeled after a sheep farm. The new levels will be "cheese producing," wool producing," and "dinner." Teachers will be replaced by highly trained sheep dogs, while Marriot food services will be replaced by a large field of grass. Administrators will be replaced by herders, who have staves and ineffectively yell commands at the sheep dogs. Soon, the literacy rate of the nation will reach all-time highs as students, filled with enthusiasm by their sheep dog mentors, engage their text books with fervor. Some pseudo-intellectuals such as Andrew Rabkin may proclaim "retrograde! We already tried that in the sixties!" and, though he would be correct, our leveling system produces a unique wrinkle that differentiates it from the failure of the sixties: the "dinner" level. Acclaimed educational analyst Eric "Gimme Your Bananas" Rosenbaum raves: "the 'dinner' level of Dave and Dave's educational system is revolutionary; motivation to learn will root from their huge desire not to become mutton!"

And so, after young Boober trudges away from his A-block class, the sagacious words of his sheep dog mentor still echo in the recesses of his mind: "Woof-de-woof-bow-honk."

-Dave and Dave

Letters to the Editor

A SAFE SCHOOL ENVIRONMENT: A RESPONSE TO THE *MUSKET* EDITORIAL BOARD

I was quite taken aback by the *Musket* Editorial Board's view of hazing on campus (November-December 1996). The Editors' leap from what they term "a number of 'freshman beatdowns'" to administrative policies that ignore the system's core values of respect and open communication was extreme. I believe the Editors lacked information on the specific incidents, the follow-up, and the larger context of discipline on campus. However, rather than address the article point by point, I would like to use it as a spring board to ways we can improve our school.

The likelihood of how the methods of the Editorial Board's reference to the shared responsibility of the entire community is the absolute critical point in creating a safe environment. Students should report problems with ease. Students who are disrespectful should "feel the heat" from their peers who are willing to challenge them immediately and/or report incidents to adults. Faculty and administrators should observe, listen, and respond to incidents directly with clear messages of intolerance for disrespect and any kind of violence, even that which is alleged to be "just playing around." And parents should be in tune to what is happening with their sons and daughters in school, and let us know about concerns. In this process, communication is essential and not a one-way street. The entire school community needs to become actively involved.

In the big picture, solving problems in our school will only occur if we look for solutions together. Placing blame on others is too easy and too ineffective. If we are truly interested in creating a safe school environment, we need to be looking for solutions in a collaborative manner.

The article exemplifies the problems which arise when real communication does not occur. I hope we look for the required solutions...together.

Philip D. Lanoue
Principal, Lexington High School

Image Quest Program Projects Wrong Image to Female Students

Image Quest, a private company, recently invited all interested females currently attending Lexington High School to attend "life management" seminars. Parents of the teenage girls received a promotional pamphlet in the mail, which detailed the goals behind the program. Accompanying the pamphlet was a letter from Principal Philip Lanoue and Coordinator of Health Coordinator Jennifer Wolfrum, a letter which appeared to endorse the program, although the school does not fund it: "Image Quest classes empower young women and help them make smarter choices. Girls learn to ask more questions, be skeptical and not accept everything they see and hear at face value." Image quest proposes to teach high school females how to manage the routine stress of everyday life.

On the surface, these self-help programs appear to be exactly what the high school most needs. Everyone is concerned about how to fit in, right? The upper classes seem to be particularly vulnerable to this phenomenon, falling prey to the stress of applying to colleges. Unfortunately, the courses Image Quest offers will do nothing to help these individuals. The program points to deeper problems which have been lurking beneath the surface of the issues for years. If anything, Image Quest will only aggrandize and exacerbate status quo problems.

First, the idea of a hiring a private company to do the job of the Life Skills Department is ludicrous. The Life Skills curriculum is specially designed to reach out to adolescents. For two years of high school, students give up valuable time to learn about the same issues in which Image quest seems to specialize. Life Skills classes teach students about nutrition, self-esteem, and self-management. Why must an outsider come to repeat the same material which is fed to children during their freshman and junior year of high school? At the least, the Life Skills Department is far more valuable. Having been at the high school for many years, teachers are more aware of the specific needs of students. No psychological wayside peddler would understand, know, or care about current or past events unique to a particular school.

Second, it is insulting to promote this venture as a "girl thing." Boys have just as many worries and problems. Do they not have a right to access the purported wisdom of Image Quest? By ignoring half of the school, the program falls into the trap of ignoring males in order to stick to a politically correct agenda. Or are girls less able to cope with problems? The fact that letters were sent out only to females seems to indicate how far women have come in society and at the high school. For the first time, girls are signing up for honors math and science courses. Women's sports are alive and well. In fact, the volleyball team ended with a spectacular season. The once male dominated debate team now has eight female members, including a female co-captain. These students are role models, women who deal with stress daily. They should be applauded, not harassed, to mold themselves into an archetype.

Third, the classes are not free. After the first seminar, students must pay Image Quest $30 per class for its help. There is no discount in their "four-week sessions": each session costs $120, or $30 multiplied by 4. Why must students pay for information they already get in Life Skills classes?

Finally, what type of image is Lexington High School trying to seek? It seems unfortunate that some encourage us to return a bygone era of adolescent social stratification. Band-Aid solutions such as Image Quest will do nothing to help resolve these problems. If there was concern over issues such as "friends: how to have one, be one, what to do when your friend dumps you; fruity facials; or how to shop smarter" an open discussion would have been far more appropriate. Solutions must come from within the school community, both faculty and students.

-Anagha Nadkarni

Experimenting With Science, Psych Teachers

by Jessica Kaplan and Caitlin Rollins

This year, Lexington High School welcomed three new science teachers and one psychology teacher to its staff. Doug Grant teaches chemistry, while Robert Pohlman and Ceanne Tzimopoulos are in the biology department. Janice Swartz is a part-time psychology teacher.

Doug Grant comes to Lexington High School after teaching for nearly a decade at Walpole High School. Prior to that, he taught at Stockton State College. Aside from teaching chemistry classes, Grant also assists in coaching Lexington's academic decathlon team. During his summers, he conducts biochemical research at the Natick Army Lab. When he can find time to take off his goggles, Grant also enjoys hiking, sea kayaking, and photographing lighthouses. Next summer, Grant hopes that he and his two-month-old son, Marshall Clarence Grant, will be able to go sea kayaking together.

Robert Pohlman joins the LHS staff after conducting research at MIT for three years. While at MIT, he investigated the DNA system of bacteria and repair enzymes. Previously, he taught at the University of Minnesota, Colgate College, and Hamilton College. Pohlman finds high school different from his previous experiences because he must provide more of a variation on his teaching style, rather than just lecturing. Pohlman spends his leisure time hiking and camping, and he has a passion for basketball. Recently, he also went to Nicaragua as a volunteer from his church.

"I'm really looking forward to teaching the students at Lexington High School. They want to learn."

-Chemistry teacher Doug Grant

Another new teacher in the science department is Ceanne Tzimopoulos, wife of science coordinator Nicholas Tzimopoulos. Prior to coming to Lexington, Tzimopoulos taught in Jacksonville, Florida. Most recently, Tzimopoulos left teaching and worked in publishing. She even had her own company, called Omega Publishing Services. Tzimopoulos decided to return to teaching in Lexington after hearing of the district's outstanding reputation. When she is not in class, Tzimopoulos enjoys dancing, reading, learning Greek, and cooking. In fact, she hopes to publish her own cookbook.

Janice Swartz is LHS' most recent edition to the psychology staff. Formerly, she was the school psychologist in Billerica; she has also taught at Lesley College. Swartz appreciates the motivation and the willingness to learn that Lexington High School students provide. Besides teaching, Swartz also plays tennis competivitely and spends time with her three daughters.

The Musket wishes all of these teachers a wonderful year at Lexington High School!

Eric Rosenbaum tries to cope with the stress of being a second-semester senior.

-photo from *Musket* file

How to *Maximize* Your Stress Level

by Carey Schwaber

Stress is everywhere. Seniors must wait nervously for college decisions. Juniors are becoming well acquainted with the SAT family. The sophomores should be getting their first taste of AP and SAT II pretty soon. Only the freshman class is unstressed. Sorry, freshmen.

As anyone who paid attention in Life Skills knows, symptoms of stress include general irritability, lack of patience, a quickly diminishing circle of friends, and poor health. Isn't this bad, you ask? No! For the unenlightened, the *Musket* has compiled a list of the benefits that a stressful lifestyle can bring you:

1. Stress makes you seem important: Anyone as stressed as you are must be working very hard, and is therefore doing something very crucial. This gives you an excuse to blow off whatever friends you have left. Carey Schwaber is amazingly good at this.

2. Stress helps you maintain distance from other humans: Anyone as busy as you are certainly cannot be expected to form emotional attachments. And let's face it: you're not much fun to be around.

3. Stress helps you avoid responsibilities: You're clearly too stressed to be given any more work. This lets you off the hook for all sorts of mundane chores.

4. Stress gives you a chemical rush: Why go through the hassles of buying drugs from your friendly CIA dealer? By keeping your general stress level up, you can give yourself a rush whenever you choose.

5. Stress lets you boss people around: The authoritarian style of "Just do what I say!" is generally permissible in a crisis. If you can seem as though you're always dealing with mega-stressful critical catastrophes, you can justify your ever-present dictatorial attitude.

Always be sure to take work home for evenings and weekends. Schedule in more activities every day than you can possibly ever handle. Remember, vacations are for sissies.

You must be wondering, "How can I get stressed out?" Again, your friendly *Musket* editor has some suggested methods:

1. Never exercise: Not only does exercise decrease your stress level, but it also wastes time that would be better spent worrying. The easiest method? Cut gym. This gives you something else to worry about, like avoiding the wrath of Mr. Capezza.

2. Eat junk food: Hey, if cigarette smoke can't cleanse your system, a balanced diet ain't gonna do it either. Invest in a lifetime supply of the "cheese" that J-Caf puts on nachos.

3. Become a workaholic: Always be sure to take work home for evenings and weekends. Schedule in more activities every day than you can possibly ever handle. Remember, vacations are for sissies. Adopt the following mantra: "I must outdo Margot Minardi! I must outdo Margot Minardi!"

4. Forget about "time management skills": Term papers are best written the morning that they're due. Homework is meant to be done in class. Use the "new" SAT Verbal study program: sleep with a list of words under your pillow.

5. Don't have a sense of humor: Staying stressed is no laughing matter. Avoid amusement at all costs. Don't enroll in any of Mr. Rahman's math or theology classes and keep away from Doc Fiveash.

6. Get rid of your "social support system" [friends]: At this point, there probably isn't anyone left who will tolerate you. If there is, by some freak of nature, you should immediately let them know that you never have time. If a few do-gooders persist in their amicable endeavors, just smack them around.

While attaining your maximum stress level, here is something to keep in mind--you may be on the hit list of half the school. Results are guaranteed within a week.

Policy debater Anagha Nadkarni explains the subtle nuances of policy debate to extemporaneous speaker Andrew Rabkin.

-photo by David Ly

LHS Debate Team Argues Way to A Rousing Start

by Eun Young Choi

The Lexington High School Varsity Policy Debate Team is off to yet another successful year, despite losing nine seniors last spring and having only three returning fourth-year debaters. After spending seven weeks at the Dartmouth and University of Michigan Debate Institutes, seniors David Enrich and Geddes Golay kicked the year off with an incredible start, reaching the final round of the Greenhill Tournament in Texas.

The debate team continued their string of successes at the Bronx High School of Science Round Robin, the Greenhill Round Robin, and the Heart of Texas Tournament at St. Mark's School in Houston. Senior Andy Diamond and junior Kurt Kastorf found themselves at a remarkable quarterfinal finish at the Glenbrooks Tournament, which included over one hundred competing teams. Senior Anagha Nadkarni and junior Eun Young Choi reached the octafinal round at the Wake Forest Early Bird Tournament in September and finals in the St. Joseph's Villagers Tournament in November. Also at Villagers, juniors Ranjan Roy and Radu Istrate reached semifinals and sophomores Bharat Rammamurti and Josh Leopold reached quarterfinals. Seniors Jana Unkel and Ashley Osgerby, Roy and Istrate, and senior Eli Blatt and junior Ram Gowda all reached octafinals at the Edison Tournament. At the Goldback Diversion at Newburgh, New York, Ayon Roy and Dan Neumann reached quarterfinals, while Diamond and Kastorf and sophomores Nick Barnaby and Josh Lynn reached octafinals. At the Lakeland High School Tournament, Unkel and Osgerby reached quarterfinals, and Unkel was second speaker.

This past weekend, LHS hosted its annual Lexington Winter Tournament, featuring national ranked teams from around the country. The teams of Caddo Magnet (Todd Callais and Celeste Gauthier) and Isidore Newman (Steve Bailey and Winnie Lee), from Shreveport and New Orleans Louisiana, reached finals of the varsity policy division. Congratulations to all all who participated.

Girls' Basketball Shoots for Tournament Berth

by Becky Ticotsky

Although the LHS girls' basketball team sometimes may give opponents a little too much of a head start, one can always count on an exciting game when the Minutemaids take the floor. However, excitement does not always translate into wins, as Lexington has lost four out of their last five games after a four game winning streak.

The 'Maids dropped their first two games, an opening loss to Wakefield and a heartbreaker in overtime to Winchester, 49-48, before winning four straight.

However, Lexington's winning streak was halted by Melrose. After failing to score in the first six minutes, the 'Maids allowed Melrose to jump out to a 23-9 lead and could not catch up. Lexington was then overmatched by a bigger, more powerful Belmont squad 53-34.

The 'Maids are led by co-captains Jackie Yerardi and Andrea Pawliczek. Yerardi, a senior guard, and Pawliczek, a junior forward, have provided the bulk of Lexington's point.

Pawliczek, the Middlesex League's top scorer from last year, is continuing to make her presence felt. Not only does she lead the league in scoring again, but she has improved her inside game.

"This year, Andrea's doing a better job moving without the ball," coach Laura Lasa said. "Last year [Andrea] relied on most of her points from the outside. Now she's able to hit those when she has an open look and she's doing a much better job in the inside."

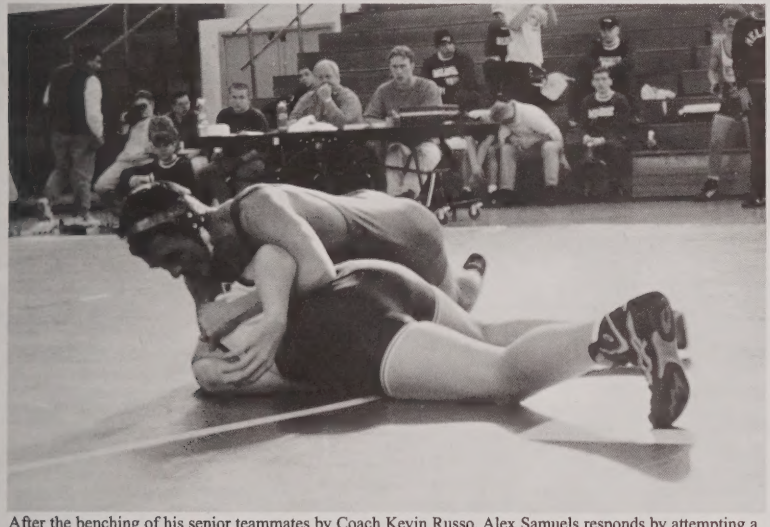
With Freshman center Rebecca Ginns out for the season due to a stress fracture, Lexington will rely more on Pawliczek's inside game. The 'Maids use a motion offense that involves cutters, rather than a center, to make up for their lack of height.

Yerardi, Pawliczek's co-star, has been successful driving to the hoop and often winds up at the free-throw line. The team hits 82% of its fouls shots, and Yerardi makes nearly every one she takes.

"Jackie has done a great job being patient and not forcing shots", Lasa said. "She's doing a great job taking the ball to the basket. That's why she's at the line all the time".

Lexington often uses a full-court press to force turnovers. The press like all facets of Lexington's game is most effective in the second half. Senior Lindsay Bonner, an outstanding defensive player and rebounder for the 'Maids, is a key player involved with the press.

"Lindsay does a great job in our press, stopping the ball, trapping all the time. She sprints back better than anyone in the press and she bangs the boards," Lasa said.



After the benching of his senior teammates by Coach Kevin Russo, Alex Samuels responds by attempting a pin against Melrose. The Minutemen went on to win the quad meet, improving their record to 9-7.

- photo by David Ly

Andrea Pawliczek grabs another rebound against Woburn.\

-photo courtesy of Burlington Studios

Hockey Skates To New Beginnings

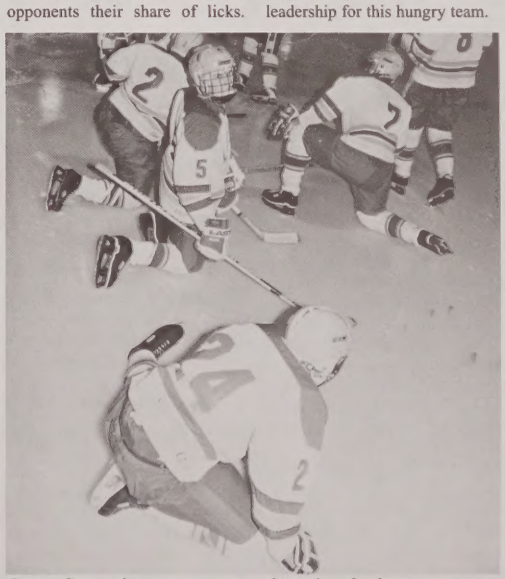
by Justin Wang

The Lexington High School hockey team, under new head coach David Fimiani, has had a very challenging start to their season, compiling a 3-6-2 record. Despite this non-winning record, Lexington has shown signs of picking up the pace by winning 2 out of their last 3 games. The Minuteman posted an 11-1 thrashing over the Watertown Red Raiders and handily defeated Stoneham 6-1 with perfect execution and play.

Although the team has yet to gel, many positive aspects have become apparent in their play, both as a group and individually. The Lexington defensemen have displayed excellent teamwork by cutting off several scoring opportunities with their aggressive skating and hitting. Assistant captain Seth Robertson has displayed strong leadership, while senior co-captain Ken DeFrancesco and Junior Kenny Hatfield have given opponents their share of licks. Sophomores Jon Erickson and David Oberto have also administered timely hits along with fast and aggressive skating to keep the puck out of Minutemen territory.

The Minutemen have to be thankful for their goaltender, Alex Olson, who has made several unbelievable saves. In Lexington's victories, Olson has tallied an astounding 27 saves per game. Unfortunately for the Blue and Gold, a shoulder injury did keep Olson out of the Reading game, making the way for sophomore goaltender Mike McGir, who played well in Olson's absence.

Despite their losing record, the Minutemen have shown an ability to score. Offensively, assistant captain Brian Delaney has put up some big numbers, scoring 8 goals and 5 assists in seven games. Co-captain Marvin Amato has done his share of scoring too, posting a hat trick in the Watertown game. Amato's overall play and leadership has provided tremendous leadership for this hungry team.



George Grey and teammates prepare themselves for the next opponent.

-photo courtesy of Burlington Studios

Boys' Swimming Makes Big Splash in Middlesex League

by Jesse Herman

The LHS boys' team is off to an impressive start in what will most definitely become a successful season. For several key reasons, the boys have surfaced as one of the best teams in the Middlesex League. Last season, the team only had two seniors, so this season, they only lost two swimmers. Also, many new swimmers were recruited, and a handful of freshmen joined.

Headed by coaches John Henriques and Donna Cerato, the team left its first two opponents in the dust, winning with a minimum margin of victory of 31 points. "We have to remember that these other teams are constantly getting better, and that we can't take anything for granted," points out Henriques. It was obvious that the team paid attention, as it knocked off Belmont and Burlington in impressive fashion.

The Minutemen captured first place against Belmont in every event. Impressive showings by rookies Alex Talarico and Ken Longo, along with seniors Ben Bines, Jeff Erickson, and Steve Davis contributed greatly to the victory. Despite a debilitating knee injury, Delfo Trombetta pulled off a personal best in the backstroke. Jesse Herman, Bob MacLean, and Jake Kissel all made cut-off times for sections.

Although Burlington was stronger than expected, Lexington was prepared. At no point were they in danger of losing the meet. The final score was 100-69.

Lexington now has set their sights on Reading and Winchester. As Henriques says, "Reading and Winchester are strong, but we are stronger." After their first two victories, it was time to take on a harder task in beating Reading and Winchester. What made the effort particularly difficult was that the Reading meet was on Friday night, while the Winchester meet was the following Saturday morning. "It's like going to trials, then going back for finals," said Henriques.

The Minutemen put on an impressive show against Reading, and although they did not place first in every event, they won points in every event.

In the end, the Minutemen pulled away and beat Reading 92-70. On Saturday morning, the Winchester meet proved to be a little too close for comfort. Lexington started out on top with successful relays, and picked away at Winchester for an hour until they finally won by the meager margin of ten, the final score being 80-70.

Girls' Track Hits Reading Hurdle, Bounces Back

by Chi-An Wang

The venues have changed, but the results have been the same. Fresh from 9-0 and 8-1 cross-country seasons, the Lexington boys and girls runners have moved indoors for legitimate shots at Middlesex League titles. Both are off to solid 5-1 starts.

The girls began the season with a bitter taste in their mouths following a heart-breaking loss to league rival Reading in last year's finally. However, with depth and a balanced team of veterans and rising stars this year, the Minutemaids looked poised to take the crown away from the Red Rockets and avenge last year's loss. Their chance came early in the season.

Lexington's first meet of the season was a nice confidence booster, as the Minutemaids swept the 2-mile, 600-meter, and 55-meter dash on their way to a 66-20 win over Winchester. Reading, however, would not be as easy.

Senior Kristen Johansson (12:11) began the first battle by recording a close second in the 2-mile. Junior Kate Waller (1:48 in the 600-meter), tri-captain Hillary Donnellan (44.9 in the 300-meter dash), Carolyn Shank (7.0 in the 45-yard hurdles) and Junior Grace Licorish (6.1 in the dash) all recorded first place finishes, helping the Minutemaids battle back to make the final event, the 4x400 relay, decide the victors.

"We thought we had a chance to beat them [Reading], but we'll just have to regroup and aim towards a league championship."

-Coach Phil Crosby

It seemed all to familiar to Lexington that the meet would come down to the relay, as last year's meet ended in the same event. Lexington wanted to reverse roles this year. However, after anchor Donnellan and the Reading runner collapsed with the same time of 4:18.17, the officials' controversial call on Reading's questionable dive gave them the event and meet, 47-39. Lexington must wait for the league meet to get another shot at extinguishing the Rockets.

"We thought we had a chance to beat them [Reading], but we'll just have to regroup and aim towards a league championship," said coach Phil Crosby.

Lexington responded by posting a string of victories against league foes Watertown (77-9), Melrose (57-29), Stoneham (71-15), Woburn (59-27), and Belmont (65-21). Solid performances were made by senior Ellen Humphrey in the mile, Caitlin Wolf in the 600 meter, and Emily Carlisle in the high jump.

Junior Kate Waller clears the high jump with perfect form.
-photo by Dan Myung

Jason Backus goes to the hoop against Woburn.
-photo courtesy of Burlington Studios

Boys' Basketball Changes Lineup, Rebounds to 4-6

by Alex Sherman

After a 61-56 defeat at the hands of 7-1 Melrose and a 79-73 loss to Belmont, coach Bob Farias believes that it is time for some changes.

"Right now, we have some underclassmen who are playing better than some of our seniors. We've been playing with the same core of guys for a few years, but there are some players on this team who are going to start to play more."

Lexington, 4-6 at the time this article went to press, must bounce back from a four game losing streak. After starting 2-1 with wins over Watertown and Winchester, the Minutemen have dropped their last four, three of them coming on the road.

"Overall, we cannot let opposing crowds get to us. We have to play our game no matter where we are," said Farias.

Despite the Minutemen's disappointing record so far, there have been numerous bright spots on the team. Junior Taj Washington has stepped up big, scoring the load of the points for Lexington. After scoring 31 points in a 70-53 loss to Stoneham and 25 against Melrose, Coach Farias felt that he needed Washington to play where all of his skills could be maximized.

"In the second half [of the Stoneham game] we tried Washington in the backcourt. He was able to move the ball around and take it to the hoop. He needs to control the ball a little better, but he looked good as a guard for us."

"We've been playing with the same core of guys for a few years, but there are some players on this team who are going to start to play more."

-Coach Bob Farias

However, if Farias plans on playing Washington at a guard, he will have to readjust the roles of senior guards Jon Mandle and Nate Jaffee. Both are tenacious defenders who work well with Lexington's full court pressure.

Junior center John Yasitas, who looked as though he would not play this year due to other interests, has come back strong. He performed well against Stoneham and Belmont, and Lexington will benefit from his rebounding if they are to make the tournament.

In Yasitas' absence, 6'4 center Mike Ifill took over the starting role and used his amazing athletic ability to give Lexington an edge on the boards. Jason Solomon rounds out the starting line-up and has played solidly all season, scoring in double-digits routinely.

Off the bench, Jason Backus has sparked the Minuteman's defense along with sophomore Mehran Ahmed. Ahmed has also made some outstanding passes backing up Jaffee at point guard.

Lexington has lost numerous close games so far against teams which Farias believes they can beat. However, the Minutemen must convert down the stretch.

"We still don't make free throws. We had some people who could not make their free-throws, and we can't win without points from the line," said Farias. "Stoneham, Melrose, and Belmont are all teams we can beat. I think we could win the second time around against those guys. But we have to force them to make mistakes with our press and play our game."

Lexington must look towards other players to pick up the scoring load. The team will not be able to rely on Washington for all of their points. Mandle and Jaffee will need to be effective from three point range and Yasitas, Ifill, and Steve Nawoichik will need to control the inside game.

"We need other guys [other than Washington] to put the ball in the hoop," said Farias. "If the players we have out there now can't get that done, than we'll have to look toward some other guys."

LHS Boys' Track Races Past Opponents to Finish Line

By Tom Colatosti and Dave Rosner

The boys are back, and they're hungry. After losing to Reading in the second meet of the season, the Minutemen stormed back to defeat their next four opponents.

Lexington had a setback early in the season when freshman star Ian Joseph was forced out of competition due to a torn hip flexor. As a result, the distance squad has looked primarily to senior Aaron Adler for all their points. Adler turned in a 10:53 2-mile against Melrose and a state-coaches qualifying time of 4:49.5 in the mile against Stoneham.

"I felt good running that mile and was spurred on by the other great performances that night,"said a modest Adler.

The middle distance has been where the Minutemen have excelled, getting most of their points from this group. Juniors Josh Muller and Ethan Fried hold first and third place all-time Middlesex league records in the 600 meter, with times of 1:26 and 1:28.2, respectively. Senior Tim Calvin defeated Stoneham speedster Anthony Ragucci in the 1000 meter with a time of 2:44.5, followed closely by promising junior Steve Kerr. with a 2:50. Senior Todd Rosenfield has also consistently scored points in the 300 meters, recording times of 38.8

I felt good running that mile and was spurred on by the other great performances that night."

-Senior Aaron Adler

"Many individuals are doing well, and there has been much improvement," said Coach Bud Reed. "We have guys with potential and several state class athletes."

Lexington is also led by Dave Wong and Erik Wang in the sprints, while Junior Mark Cicerano leads the field events. All in all, it looks like a very exciting season for the boys track team.

Varsity Scoreboard

As of January 21, 1997

	W-L-T		
Wrestling	9-7	Boys' Swimming	4-0
Boys' Track	5-1	Boys' Hockey	3-6-2
Girls' Track	5-1	Boys' Basketball	4-6
		Girls' Basketball	5-6